

## American Sign Language II Overview 2021 - 2022

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

### Grading Period 1 Unit 1: Life in the City

Estimated Date Range: 8/10/22-10/7/22

**Unit Overview:**

The student will be focusing on their home and their community. After a brief review of the ASL I material, they will learn various household terms and buildings in their community. They will learn to give directions correctly, using signer’s perspective, classifier use, spatial relationships, and proper sequencing. They will identify rooms in their house, basic household items, and be able to make comparisons of houses (or other objects and people). They will learn and practice the differences between cardinal and ordinal numbers in ASL.

In ASL, there are multiple ways to sign the same English word depending on the context of the sentence. Students will learn which sign is conceptually accurate in relation to an English word or phrase. Students will practice correct usage of HAVE in ASL, for possession and existence. They will show the use of the SELF pronoun in ASL, compared to its use in English.

**At home connections:**

- Encourage students to take you on a sign language tour of your house. Even if you don’t understand, it would be a great way for them to practice.

Concepts within Unit #1 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Giving Directions TEKS: 2.1a, 2.1b, 2.1c, 2.1d	<ul style="list-style-type: none"> <li>• Identify rooms in my house and explain the uses for each one.</li> <li>• Produce the correct signs for buildings in my community.</li> <li>• Ask for directions to a location in a friend's home using correct ASL NMS.</li> <li>• Ask for directions in my neighborhood using correct ASL NMS.</li> <li>• Give directions to a location in my home.</li> <li>• Give directions to a location in my neighborhood using correct ASL techniques</li> </ul>

	<ul style="list-style-type: none"> <li>Use the correct spatial relationships regarding my house and community buildings.</li> <li>Compare two people, homes, places, or things using proper spatial reference.</li> <li>Use specific handshapes as classifier predicates (movement and handshape) to not only represent the whole entity but also the surface, depth, width, and perimeter shape of objects.</li> </ul>
<p>Concept #2: Multiple Meanings TEKS: 2.1d, 2.2a, 2.4a</p>	<ul style="list-style-type: none"> <li>Use HAVE to show possession.</li> <li>Use HAVE to show existence.</li> <li>Use SELF pronouns as reflexive pronouns.</li> <li>Use SELF pronouns as personal pronouns.</li> </ul>

**Grading Period 2**  
**Unit 2: Where Does My Money Go?**  
Estimated Date Range: 10/11/22-12/16/22

**Unit Overview:**  
Students will learn money signs, and the specific ways to sign money and cent combinations. The learner will also be exposed to shopping-related vocabulary and develop awareness of the "openness" in discussing money within the Deaf community.

In learning to describe people, students will learn signs for personal appearance, ethnicity, clothing and hair-styles. This will involve learning the correct sequencing for describing someone and recognizing bluntness in the Deaf community when describing people.

Students will learn about cochlear implants – how they work, qualifications for obtaining a cochlear implant and the different perspectives within the Deaf community.

**At home connections:**

- When shopping with your student, ask them how to sign the prices of the items you are buying.

Concepts within Unit # 2 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Descriptions TEKS: 2.1a, 2.2a, 2.2d, 2.3a, 2.4b</p>	<ul style="list-style-type: none"> <li>Sign a person's physical appearance, using the correct sequence in ASL.</li> <li>Interpret a person's physical appearance.</li> <li>Use the appropriate classifier to describe a person's physical appearance.</li> <li>Sign different articles of clothing and accessories.</li> <li>Interpret different articles of clothing and accessories.</li> <li>Use the appropriate classifier to describe different articles of clothing and accessories.</li> </ul>
<p>Concept #2: Money TEKS: 2.1a, 2.1d, 2.2a, 2.4a, 2.4b, 2.4c</p>	<ul style="list-style-type: none"> <li>Interpret money signs when used by others in conversation.</li> <li>Sign about money within a conversation.</li> <li>Sign shopping vocabulary correctly.</li> <li>Interpret shopping vocabulary correctly.</li> <li>Sign correct signs for combined dollars and cents.</li> <li>Interpret correct signs for combined dollars and cents.</li> </ul>
<p>Concept #3: Cochlear Implants TEKS: 2.2a, 2.2c, 2.2d, 2.3a, 2.3b, 2.4b, 2.5a</p>	<ul style="list-style-type: none"> <li>Identify parts of a cochlear implant.</li> <li>Explain how a cochlear implant works.</li> <li>Identify who is a candidate for a cochlear implant.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain how cochlear implants impact the Deaf community.</li> </ul>
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**Grading Period 3**

**Unit 3: Building Relationships**  
Estimated Date Range: 1/5/23-2/16/23

**Unit Overview:**

After learning physical descriptions, students will now focus on describing the characteristics and attitudes of a person. Descriptions come naturally in a visual language like ASL and are expected to be highly detailed and specific in order to create a clear visual image. As before, they will recognize the bluntness demonstrated in Deaf culture and remember that Deaf culture and Hearing culture have two very different perspectives on what is considered polite and impolite. It is not considered rude to be too descriptive in ASL, it is simply an explanation, unless it is paired with unflattering facial expressions or deliberately exaggerated.

They will learn and practice storytelling techniques used in ASL, such as role-shifting and non-manual signals.

They will learn about local, state, and national Deaf organizations, the purpose and population they serve.

**At home connections:**

- Encourage students to seek out opportunities to interact with the target language, even if it is not on this topic. Encourage them to find activities they enjoy in the target language, so that they will be motivated to learn more.
- Remind students to be patient, that language learning takes time. They won't be able to say everything in this new language that they can say in English or their first language.

Concepts within Unit # 3 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Describing People TEKS: 2.1a, 2.1c, 2.1d, 2.2a, 2.4a	<ul style="list-style-type: none"> <li>• Use correct signs and non-manual signals to describe my personal characteristics</li> <li>• Use correct signs and non-manual signals to describe personal characteristics of others</li> <li>• Discuss attitudes, showing correct non-manual signals</li> <li>• Explain and demonstrate how Deaf bluntness relates to describing people</li> </ul>
Concept #2: Storytelling TEKS: 2.1b, 2.1c, 2.1d, 2.1e, 2.2b, 2.4a, 2.4b	<ul style="list-style-type: none"> <li>• Demonstrate and show understanding of how to use ASL role playing methods through role-shifting.</li> <li>• Use body shift and eye gaze to model the characters in the story as they communicate with each other</li> <li>• List Deaf storytelling techniques seen in a signed story.</li> <li>• Uses appropriately animated facial expressions</li> <li>• Uses classifiers liberally</li> <li>• Incorporate mime as appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>• Sign culturally appropriate and representational stories</li> </ul>
<p>Concept #3: Organizations Serving the Deaf Community TEKS: 2.2d, 2.3a, 2.4b, 2.4c, 2.5b, 2.5c</p>	<ul style="list-style-type: none"> <li>• Identify local, state, and national organizations serving the Deaf.</li> <li>• Describe briefly the purpose of various Deaf organizations.</li> <li>• Explain reasons why a person would choose to join a particular Deaf organization.</li> </ul>

**Unit 4: The World of Food**

Estimated Date Range Grading Period 3: 2/21/23-3/10/23

Estimated Date Range Grading Period 4: 3/20/23-4/6/23

**Unit Overview:**

Students will be able to use previous vocab from ASL I and ASL II fall semester to aid in their learning of food, which will set up the language progression of the next unit in daily routines. During this unit, students will learn signs for foods they eat every day, and compare their eating habits to those of other students. They will learn basic cooking signs, and how to describe those things with no specific sign. They will practice using conjunctions correctly in ASL and writing them in ASL Gloss. They will demonstrate the difference in the use of NONE and NOTHING, and become familiar with more classifiers and using them to make their signing more understandable.

**At home connections:**

- Encourage students to watch cooking videos in ASL on YouTube.

Concepts within Unit # 4 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Food and Cooking TEKS: 2.1a, 2.1c, 2.1d, 2.4a</p>	<ul style="list-style-type: none"> <li>• Correctly sign foods commonly eaten in our area.</li> <li>• Ask and answer questions about food likes &amp; dislikes.</li> <li>• Ask and answer questions about eating habits.</li> <li>• Demonstrate correct signs for basic cooking methods.</li> <li>• List common ASL conjunctions and use them correctly.</li> <li>• Explain the difference in usage between NONE and NOTHING.</li> <li>• Correctly use NONE and NOTHING in sentences when signing about foods.</li> <li>• Use classifiers to show location, locational relationships, and movement.</li> </ul>

**Grading Period 4**

**Unit 4: The World of Food**

Estimated Date Range Grading Period 3: 2/21/23-3/10/23

Estimated Date Range Grading Period 4: 3/20/23-4/6/23

**Unit Overview:**

Students will be able to use previous vocab from ASL I and ASL II fall semester to aid in their learning of food, which will set up the language progression of the next unit in daily routines. During this unit, students will learn signs for foods they eat every day, and compare their eating habits to those of other students. They will learn basic cooking signs, and how to describe those things with no specific sign. They will practice using conjunctions correctly in ASL and writing them in ASL Gloss. They will demonstrate the difference in the use of NONE and NOTHING, and become familiar with more classifiers and using them to make their signing more understandable.

**At home connections:**

- Encourage students to watch cooking videos in ASL on YouTube.

<b>Concepts within Unit # 4</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this concept</b>
Concept #1: Food and Cooking TEKS: 2.1a, 2.1c, 2.1d, 2.4a	<ul style="list-style-type: none"> <li>• Correctly sign foods commonly eaten in our area.</li> <li>• Ask and answer questions about food likes &amp; dislikes.</li> <li>• Ask and answer questions about eating habits.</li> <li>• Demonstrate correct signs for basic cooking methods.</li> <li>• List common ASL conjunctions and use them correctly.</li> <li>• Explain the difference in usage between NONE and NOTHING.</li> <li>• Correctly use NONE and NOTHING in sentences when signing about foods.</li> <li>• Use classifiers to show location, locational relationships, and movement.</li> </ul>

**Unit 5: Daily Routines**

Estimated Date Range: 4/11/23-5/25/23

**Unit Overview:**

During this unit, students will discuss their daily/weekly routines, and compare those to their classmates. They will be using more complex time signs, including signs that incorporate number. They will begin to use more classifiers, and practice more storytelling techniques. Visual sequencing will also be reinforced. ASL Gloss will be reviewed and practiced. As preparation for the end of the year, Deaf cultural norms will be reviewed.

**At home connections:**

- Encourage students to sign their daily routine to you and to teach you a few of the signs they used.

<b>Concepts within Unit # 5</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this concept</b>
Concept #1: Daily Routines TEKS: 2.1b, 2.1c, 2.1d, 2.1e	<ul style="list-style-type: none"> <li>• Sign about my daily routines.</li> <li>• Compare my daily routines with another person.</li> <li>• Sign about activities that occur on a regular basis (weekly, monthly, etc.)</li> <li>• Use reduplicated time signs correctly.</li> <li>• Use time signs incorporating number correctly.</li> <li>• Sign a narrative using classifiers to clarify the action.</li> <li>• Demonstrate different signs for the multiple meanings of common English words.</li> </ul>

	<ul style="list-style-type: none"> <li>• With a group, determine the sequence of a series of cards representing a story, using only a signed description of the pictures.</li> </ul>
<p>Concept #2: Cultural Norms TEKS: 2.2a, 2.2b, 2.2d, 2.3a, 2.4a, 2.4b, 2.4c</p>	<ul style="list-style-type: none"> <li>• Correctly write English sentences in ASL Gloss and sign them.</li> <li>• Demonstrate appropriate behaviors which show understanding of and respect for the Deaf community, as explained and demonstrated in classroom activities</li> </ul>

**Glossary of Curriculum Components**

**Overview**— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Concept** – A subtopic of the main topic of the unit.

**Success Criteria**—a description of what it looks like to be successful in this concept.

**Parent Resources**

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
<a href="#">OIC Movies</a>	This is an online platform that has videos of native speakers signing about a variety of topics, many of which are aligned to our curriculum topics.
<a href="http://www.lifeprint.com">www.lifeprint.com</a>	This is a great resource to practice ASL. While it doesn't align directly with our curriculum, it has many of the same topics.
<a href="#">Asl.bz</a>	This is a website to practice ASL numbers.
<a href="#">Asl.ms</a>	This is a website to practice ASL fingerspelling.
<a href="#">Sign Language 101</a>	This website has basic phrases and single word vocabulary in ASL.
<a href="#">ASL Pro</a>	This is an online dictionary for ASL

**Instructional Model**

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



The World Language Instructional Model has two key components: the core practices and the lesson cycle. The six core practices reflect current best practice in language teaching, as well as the expectations from our state and national standards. While teachers will not necessarily accomplish all six every day, they should incorporate them all into their lessons on a regular basis. The lesson cycle is where all of the core practices come together in a cohesive manner. The teacher begins by framing the lesson, either drawing on students’ prior knowledge, or priming the pump for what is to come. During Language Experience, the focus is on comprehensible input, as it is through input that language proficiency is achieved. During Structured Communicative Practice, students get to engage with the language through structured opportunities for output. This is when they and the teacher can see if they have been able to internalize the new language from the input phase. Finally, students will reflect and assess their understanding